**1st Grade Math, Topic 7-2 Subtraction, Thinking Addition**

**Sue Scott and Jan Maack, special education, Grade 1**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials: Number cards 0-20, counters  Circle fraction pieces, counting mats | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| Computation Practice: Timing: 3 minutes using AIMSWEB 1st Grade MCOMP Progress Monitoring Probe: teacher corrects and gives feedback and records data points.  Problem of the Day: 7-2 Betty cut her pizza into six pieces. She took two pieces. How many more pieces could Betty take?  Have children use circle fraction pieces to solve the problem. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*:  Vocabulary Development: review the terms “subtraction” and “addition” and “doubles” and “less than”  Essential Question: “How can you use addition with doubles to solve a subtraction fact?”  Set the purpose: You have learned how to use doubles to find near doubles. Today you will use doubles to help solve subtraction problems.  Connect: Who can think of objects that come in doubles? (show examples and then have children respond) e.g. Wheels on a car 2-2; shoes 1-1 | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| Developing the concept: Interactive Learning using counters and mats.  Pose the Problem: Is the number 6 a double? How can you use counters to find out? How can you doubles to help you find 3 less than six?  Using counters and Mats have the students decide whether a number is a double. Demonstrate with 10 as an example. How many counters are in each part? How can you tell if 10 is a double? What addition fact for doubles can you show with these counters? If you know 5 + 5=10 what subtraction fact for doubles can you write? Guided practice with the teacher using various doubles.  Partner Interaction: Divide children into groups of two and explain the rules for the card game.  Pass out mixed number cards 2-12 and place them face down. Pick the first card and place it face up at the top of the part-part whole mat. Use counters to decide whether the number is a double, and if it isn’t a double pick again. If the number is a double then say, the subtraction fact. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Return to whole group and use computer for guided practice using Tools. Teacher explicitly walks students through the first problem on the worksheet (pg. 176) to model subtracting, using doubles. Teacher is moving about the room to monitor and support the student learning. | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Students complete workbook pages 177-178.* | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Use Quick Check 7-2 to assess children’s understanding. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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